



Kinard Elementary

201 Pressly Street
Clover, SC 29710

Grades	PK-4 Elementary School	
Enrollment	430 Students	
Principal	Georgia D. Westmoreland	803-222-3071
Superintendent	Dr. Marc Sosne	803-810-8006
Board Chair	Steve Brown	803-222-9274

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Good	Good
2006	Good	Good
2005	Average	Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

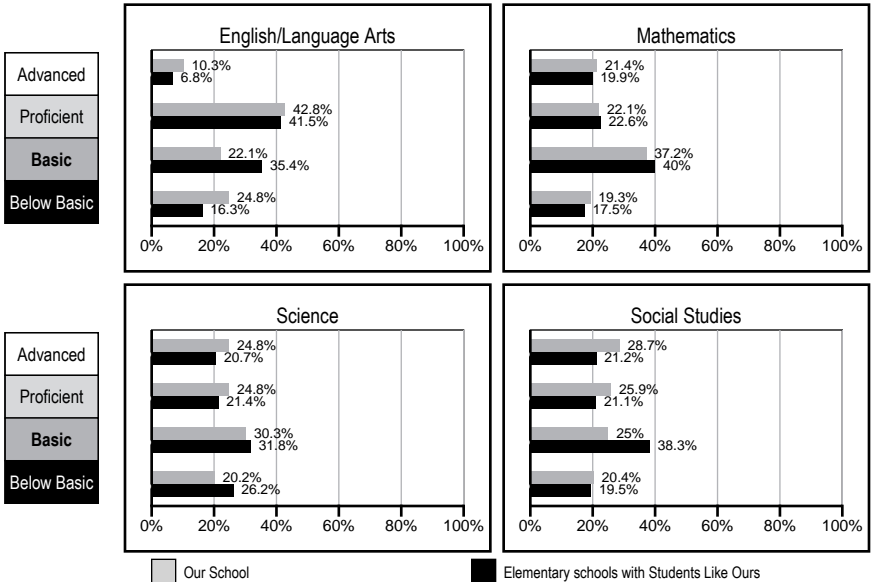
Percent of students tested in 2007-08 whose 2006-07 test scores were located 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	55	5	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=430)				
First graders who attended full-day kindergarten	89.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Up from 0.8%	2.2%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.4%	96.3%
Eligible for gifted and talented	11.9%	Down from 12.2%	12.6%	10.4%
With disabilities other than speech	7.0%	Up from 4.3%	7.5%	7.5%
Older than usual for grade	0.6%	Up from 0.3%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Down from 61.8%	55.5%	56.7%
Continuing contract teachers	69.7%	Up from 61.8%	78.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.6%	Up from 79.2%	88.4%	86.4%
Teacher attendance rate	94.4%	Down from 96.8%	94.9%	94.9%
Average teacher salary	\$47,234	Up 3.7%	\$45,419	\$45,345
Professional development days/teacher	12.1 days	Down from 18.5 days	12.2 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.3 to 1	Up from 14.4 to 1	19.3 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 90.2%	90.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,080	Down 0.1%	\$6,406	\$7,052
Percent of expenditures for instruction*	68.0%	Up from 67.7%	69.5%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Up from 62.9%	65.3%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Kinard Elementary houses 436 students from pre-kindergarten through fourth grade. It is a rural school and is one of five elementary schools in York District #2. This year the staff has concentrated on staying focused on their beliefs as well as the core business of the school. Ongoing discussions have focused on staff engagement and supporting teachers as leaders and designers.

Building on the district's belief that all students have the ability to learn when immersed in a highly engaged environment, Kinard Elementary School strives for teaching excellence. The faculty and staff of Kinard are proud to offer a challenging curriculum in a student-centered, nurturing environment. Believing the focus of school is to promote student success through purposeful work, student performance on the PACT continues to improve with increasing numbers of students achieving at or above the basic level. Monitoring student progress through benchmark MAP testing and academic assistance opportunities further advances the academic gains of our students.

While student academic progress is key, the importance of character and a good work ethic is also emphasized. The STARS program recognizes students who display good character traits through monthly lunches with the administration. Our Lunch Buddy program pairs students with local citizens who serve as mentors to encourage good behavior and foster a healthy self-esteem.

Providing employees with encouragement, time, resources, and professional development is a priority of our district. Our faculty and staff realize the importance of continued growth and staff development. Many of our faculty members hold advanced degrees and others are working toward completion of advanced degrees. Faculty members take part in many courses, seminars, and workshops to increase their knowledge and skill. Yearlong staff development at Kinard includes workshops on best practices in reading and math, writing, and data analysis.

The faculty and staff at Kinard realize that parental support and involvement are vital to a child's success in school. Parents take an active interest in their students' education through attendance at parenting workshops, student showcases, and PTO family night activities. Ninety-two percent of parents surveyed stated that Kinard meets the academic needs of their children. We believe these endeavors form partnerships with parents and the community to share the responsibility for providing students a safe and supportive environment.

Georgia D. Westmoreland, Principal
Tonya Long-Cotton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	72	46
Percent satisfied with learning environment	100.0%	83.1%	84.8%
Percent satisfied with social and physical environment	100.0%	91.5%	87.0%
Percent satisfied with school-home relations	94.3%	86.8%	78.3%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	156	100	24.8	22.1	42.8	10.3	60.7	61.8	48.2	Yes	Yes
Gender											
Male	81	100	30.3	23.7	38.2	7.9	52.6	54.7	41.7	N/A	N/A
Female	75	100	18.8	20.3	47.8	13	69.6	69.2	55	N/A	N/A
Racial/Ethnic Group											
White	112	100	21.2	18.3	47.1	13.5	68.3	64.7	60	Yes	Yes
African American	33	100	36.7	40	23.3	0	33.3	38.7	31.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	26	100	62.5	12.5	25	0	29.2	18.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	31.5	31.5	32.9	4.1	46.6	41	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	156	100	19.3	37.2	22.1	21.4	56.6	63.3	45.8	Yes	Yes
Gender											
Male	81	100	21.1	42.1	19.7	17.1	53.9	63.2	45.6	N/A	N/A
Female	75	100	17.4	31.9	24.6	26.1	59.4	63.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	112	100	12.5	39.4	21.2	26.9	62.5	66.6	59	Yes	Yes
African American	33	100	40	40	16.7	3.3	33.3	37.2	26.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	26	100	45.8	41.7	0	12.5	20.8	23.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	56.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	26	38.4	23.3	12.3	50.7	44.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	117	100	20.2	30.3	24.8	24.8	49.5	53.5	35.7	96.4	96.3
Gender											
Male	59	100	22.2	25.9	25.9	25.9	51.9	52.1	37.4	96.4	96.3
Female	58	100	18.2	34.5	23.6	23.6	47.3	54.9	33.8	96.4	96.3
Racial/Ethnic Group											
White	84	100	17.7	25.3	25.3	31.6	57	57.2	49.2	96.2	96.2
African American	23	100	20	55	25	0	25	23.5	17	97.1	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	96.7	97.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	39.6	24.9	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	95.2
Disability Status											
Disabled	24	100	47.8	21.7	17.4	13	30.4	21	14	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	98	97.3
Socio-Economic Status											
Subsided meals	58	100	18.5	42.6	25.9	13	38.9	32.5	21.1	96.1	95.3
Social Studies											
All Students	115	100	20.4	25	25.9	28.7	54.6	47.4	34	96.4	96.3
Gender											
Male	62	100	25	20	26.7	28.3	55	50.7	36.6	96.4	96.3
Female	53	100	14.6	31.3	25	29.2	54.2	44	31.3	96.4	96.3
Racial/Ethnic Group											
White	88	100	15.7	22.9	26.5	34.9	61.4	49.4	44.5	96.2	96.2
African American	23	100	38.1	33.3	23.8	4.8	28.6	28.8	19.1	97.1	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	96.7	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	95.2
Disability Status											
Disabled	18	100	52.9	23.5	0	23.5	23.5	14.7	14.4	95.7	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	98	97.3
Socio-Economic Status											
Subsided meals	60	100	22.8	33.3	28.1	15.8	43.9	28.4	21	96.1	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	72	100	20	32.9	37.1	10	47.1
	4	67	100	21.9	34.4	39.1	4.7	43.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	80	100	19.2	19.2	47.9	13.7	61.6
	4	76	100	30.6	25	37.5	6.9	44.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	72	100	24.3	42.9	22.9	10	32.9
	4	67	100	18.8	23.4	26.6	31.3	57.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	80	100	26	39.7	23.3	11	34.2
	4	76	100	12.5	34.7	20.8	31.9	52.8
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	34.3	31.4	25.7	8.6	34.3
	4	67	100	18.8	31.3	26.6	23.4	50
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	41	100	24.3	29.7	27	18.9	45.9
	4	76	100	18.1	30.6	23.6	27.8	51.4
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	35	100	8.6	22.9	45.7	22.9	68.6
	4	67	100	12.5	42.2	17.2	28.1	45.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	39	100	16.7	16.7	44.4	22.2	66.7
	4	76	100	22.2	29.2	16.7	31.9	48.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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